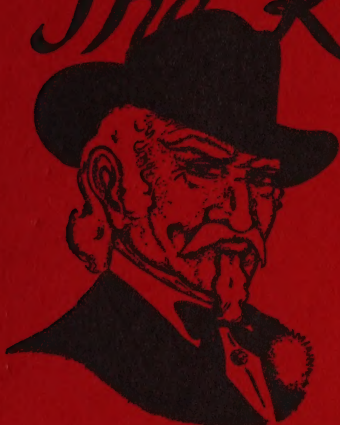


The Kentucky Colonel



THE STUDENTS MAGAZINE OF THE KENTUCKY SCHOOL FOR THE BLIND

Published Three Times a Year During the Months of November, March and June

by the

KENTUCKY SCHOOL FOR THE BLIND

1847 Frankfort Avenue

Louisville 6, Kentucky

Volume XIX

March 1964

Number 2

TABLE OF CONTENTS

	Page
Editorial: "Staying Young"	1
Honor Roll	2
Welcome, Mrs. Chisam	3
The Classroom Building	4
The Tuning Department	6
The Library	6
The Day Came	7
Moving Days	7
I Never Dreamed	8
Announcement	8
Literary Department	
I'm Thankful for Skating Parties	9
Never Put Off Until Tomorrow What You Can Do Today	9
A Little Walk	10
Helping Others to Enjoy Themselves	10
Why I Should Not Write A Theme	11
A Time and Place for Everything	11
How Many Kinds of Trains Do You Ride?	
1. The Train	12
2. An Enlightening Fact	12
3. My Train of Thought	13
How A Class Should Be Taught	13
How Teaching Can Be Improved	14
Book Report: George Washington Carver	14

FACULTY ADVISERS

Mr. L. P. Howser

Miss Lula May Wash

Mr. Wm. F. Davis

EDITORIAL

STAYING YOUNG

Staying young depends upon staying youthful on the inside -- in mind, in heart, in spirit. Although a person has gray hair on the outside of his head, it is not a sign that the inside is gray also. Your body may grow old, but your body is not you. You should not count a man's years until there is nothing left to count.

Stay young by continuing to grow inside. You do not grow old; you become old by not growing. Stay young by holding your dreams; without them you will die. Stay young by keeping a cheerful attitude.

When you feel as if you are growing old, keep this proverb in mind: "A merry heart doeth good like medicine, but a broken spirit drieth the bones." Stay young by observing those who are young in spirit. Never sit back and wish you were younger; there is an ever-widening range of activities for you.

When you lose faith in your activities, trouble is sure to come. It is your fault if you grow old. Have you had a birthday lately?

Jo Ann Cox, 10th Grade

H O N O R R O L L

SECOND SIX WEEKS

12th Grade

George Stokes

11th Grade

Carla Dotson
Jack Gearheard
Loma Huddleston
Adam Ruschival

10th Grade

David Lee Wilson

9th Grade

Barbara Heun

7th Grade

Deanna Yaeger

THIRD SIX WEEKS

11th Grade

Carla Dotson
Jack Gearheard
Adam Ruschival

10th Grade

Robert Adams

9th Grade

Barbara Heun

7th Grade

Denise Holland
Janie Porter
Deanna Yaeger

FOURTH SIX WEEKS

12th Grade

George Stokes

11th Grade

Carla Dotson
Jack Gearheard
Adam Ruschival

10th Grade

Robert Adams
Jo Ann Cox

9th Grade

Cathy Brothers
Barbara Heun

7th Grade

Denise Holland
Janie Porter
Deanna Yaeger

W E L C O M E , M R S . C H I S A M

Since Mrs. Carolyn Richardson has resigned as the girls' teacher of home economics and physical education, we have become well acquainted with Mrs. Helen Marie Chisam, our new teacher.

Mrs. Chisam is from Baxter, Tennessee, but now makes her home at Clarksville, Indiana. She received her elementary and high school education at Baxter, and then attended Tennessee Tech at Cookeville. She majored in home economics education, and minored in science and English.

When she is not busy doing nice things for her husband Charles, Mrs. Chisam likes to read fiction and stories of famous people. Her interests also include sewing, dramatics, sight-seeing, and music of all kinds.

She is quite interested in church affairs, and on Wednesday evenings she teaches a Bible class for first graders at the Church of Christ in Jeffersonville.

Her favorite sports are basketball and bowling. She enjoys being a spectator at all other kinds of sports.

She is quite enthusiastic about her work here with us. She anticipates even better things as she adjusts to her new surroundings. We welcome you heartily, Mrs. Chisam.

Loma Huddleston, 11th Grade

THE CLASSROOM BUILDING

(Note: Some of the details in this article are directed especially to our alumni readers.)

Related to formal education in general, our school is youthful indeed. But in our short history we have been greatly blessed with the generosity, kindness and interest of our legislators and governors. Here is a passage taken from Mr. Hill's report on our beginning:

"The Kentucky Institution for the Education of the Blind was established with an appropriation of \$10,000 from the common school funds on February 9, 1842. Its establishment was largely due to the efforts of Mr. William Fontaine Bullock, who in 1841 had Dr. Samuel Gridley Howe, director of Perkins Institute for the Blind in Boston, bring a group of blind students to Frankfort to demonstrate to the Legislature the potentiality of blind children trained and educated in a special program tailored to their needs. The demonstration was a success, and the Legislature voted the funds for the school almost by acclamation. In 1842 the school opened with five pupils and Mr. Bryce Patten as superintendent in rented quarters at Seventh and Chestnut, moving two years later into larger quarters on Broadway between First and Second Streets. On September 29, 1851, these quarters burned with the destruction of the school's books and equipment, but without human casualty. For the next several years facilities for the school were provided by the University of Louisville.

"On January 7, 1852, the General Assembly appropriated \$10,000 to aid in the rebuilding of the Kentucky Institute for the Blind, and in 1853, the Kentucky Building Committee commissioned Francis Costigan, architect of the recently completed Indiana School for the Blind, to design a permanent building for the school. The site selected was situated on the highest eminence in Louisville, at what is now 1867 Frankfort Avenue, comprising twenty-five acres of heavily wooded land, about half falling off in a steep ravine at the rear of the property.

"Costigan presented drawings to the committee for a Greek revival building, five stories high, surrounded by three domes crowned with lanterns. The designs were accepted, and in 1855 the School for the Blind occupied the new building."¹

Not until 1935 was further building deemed necessary. At that time Allan and Patten Cottages were constructed for the younger children. In

¹ Report of Governor's Advisory Committee for the Kentucky School for the Blind, by John W. Hill, 1964, page 10.

THE CLASSROOM BUILDING

(Note: Some of the details in this article are directed especially to our blind readers.)

Related to formal education in general, our school is youthful indeed. But in our short history we have been greatly blessed with the generosity, kindness and interest of our legislators and governors. Here is a passage taken from Mr. Hill's report on our beginning:

"The Kentucky Institution for the Education of the Blind was established with an appropriation of \$10,000 from the common school funds on February 9, 1818. Its establishment was largely due to the efforts of Mr. William Fontaine Bullock, who in 1814 had Mr. Samuel Gridley Howe, director of Perkins Institute for the Blind in Boston, bring a group of blind students to Frankfort to demonstrate to the legislature the possibility of blind children trained and educated in a special program tailored to their needs. The demonstration was a success, and the legislature voted the funds for the school almost by acclamation. In 1818 the school opened with five pupils and Mr. Hyatt Patten as superintendent in rented quarters at Seventh and Chestnut, moving two years later into larger quarters on Broadway between First and Second Streets. On September 29, 1851, these quarters burned with the destruction of the school's books and equipment, but without human casualty. For the next several years facilities for the school were provided by the University of Louisville.

"On January 7, 1852, the General Assembly appropriated \$10,000 to aid in the rebuilding of the Kentucky Institute for the Blind, and in 1853, the Kentucky Building Committee commissioned Francis Gottsigan, architect of the recently completed Indiana School for the Blind, to design a permanent building for the school. The site selected was situated on the highest eminence in Louisville, at what is now 1857 Frankfort Avenue, comprising twenty-five acres of heavily wooded land, about half falling off in a steep ravine at the rear of the property.

"Gottsigan presented drawings to the committee for a Greek revival building, five stories high, surrounded by three domes crowned with lanterns. The designs were accepted, and in 1852 the school for the Blind occupied the new building."¹

Not until 1932 was further building deemed necessary. At that time Allan and Patten Cottages were constructed for the younger children. In

¹ Report of Governor's Advisory Committee for the Kentucky School for the Blind, by John W. Hall, 1961, page 10.

1952, Merwin Hall and Hantoon House were built for the older ones. In 1956, the following appeared in the Courier-Journal:

"A new building to replace the famous Kentucky School for the Blind main building on Frankfort Avenue has been requested by its superintendent, Mr. Paul Langan.

"He said yesterday he had asked the State Board of Education to budget \$300,000 for a new one-floor building to replace the 101-year-old five-story building.

"A noted landmark with a tall dome visible for miles in Indiana and Jefferson County, the building was designed by architect Francis Costigan, and has appeared on most of the lists of valuable buildings in Louisville."

After that piece of news the controversy began. The P.T.A. wanted very much a more modern building for their children, but article after article appeared in the papers talking of the historical beauty and worth of the "Costigan building," as they called it. No article failed to mention the dome, until the readers must have been convinced that the writers were interested in the dome alone. Here is a paragraph from a paper of October 5, 1958:

"None of Louisville's venerable landmarks symbolizes more usefulness to human beings -- or does this with more striking beauty and grace -- than the commanding dome of the Kentucky School for the Blind. It is a scenic treasure and we like to think of it as a scenic trademark of the spirit of a community where solicitude for sightless children found so much early, generous and practical expressing."

In spite of the pros and cons, plans crept forward. On January 12, 1963, Governor Combs held his "Government to the People" Day at our school, and in our assembly he said:

"I want to get these children into a new building before cold weather next fall."

Exactly one year later we were moving into the Classroom Building. It is located on the boys' side of the avenue and faces it. The ground floor occupies part of the dell. (We always wondered what made those two dells, so much alike. In Mr. Patten's report on the construction of the old building, he said kilns were set up on the grounds and bricks for the building were made there. Clay was found by the new builders, so now we know that the bricks in the old building are the reason for the boys' and girls' dells.) On the ground floor are the shop, tuning department and five classrooms. The second floor, into which we enter, are all the classes below junior high school, and the home economics suite. Junior and senior high-school classes and the library occupy the top floor. Each classroom is a self-contained unit with enough shelves and cabinets to accommodate every item needed to teach that subject.

The library is a dream come true. In it is every book we possess and space for more. The reading room is spacious and comfortable with tables large enough to seat four persons with their books and slates and without crowding their neighbors.

Plans call for new and adequate equipment for every subject taught.

The ventilation is excellent, the sound-proofing is almost perfect; no one can find a flaw. But even better than that, this is only the beginning of modern facilities. There will be other buildings. We are fortunate, and we are grateful. When the building plans are completed we shall have a plant second to none. Now it is the expressed purpose of every faculty member and every student to make ourselves worthy of the faith our state places in us. Our goal is to see every graduate take his place as a citizen of the state and contribute to its growth and welfare.

Lula May Wash, Teacher

THE TUNING DEPARTMENT

The tuning department in our new building, we believe, is one of the best there is. It has a main shop area, five sound-proof tuning booths, a storage room, a refinishing room and a laboratory. We shall have complete facilities for rebuilding pianos. There is ample area for all students.

In each booth there will be a piano, storage shelves, a work bench, and a complete set of regulation tools. One person's work will not be disturbed by anyone else.

We can easily put four pianos for restringing on their backs at the same time in the main shop.

An elevator just outside the door facilitates moving pianos from floor to floor.

The tuning department under the direction of Mr. Scoggins will produce many fine technicians.

George Stokes, 12th Grade

THE LIBRARY

K.S.B., do not worry,
For we have a new library.
All the books we'll ever need --
Plenty of books for us to read.

A catalogue is there in braille,
And sight saving for us as well.
It aids us in finding books
When we turn the card-holder hooks.

Dimensions: 35 x 80 feet;
In my opinion, it's pretty neat.
A tile finish on the floor;
Who could ask for more?

Large windows fill both sides the room,
Light from them push out the gloom.
Our librarian, Mrs. Frey,
Makes it hard to pass a good book by.

Jo Ann Cox, 10th Grade

THE DAY CAME

There was a time when some of the students believed that we could not be in the new classroom building until next year. The date of moving had been postponed so many times that we would say, "I'll never see the day."

Well, the day has come. We are here. Would you believe it? There are some sad students. They say, "I surely hate to leave this old building and all its memories."

The new building has one fault for many -- the entrance is well guarded by big concrete pillars. "I wish they hadn't put those crazy pillars there," one says. Another wails, "Ouch! That smarts! That's the third time I've run into that hard-headed old post."

But nobody complains about the lounge. It is the best part of the whole school. Personally, I am a stand-in-the-hall man, but I understand their point of view.

We have personal lockers for our belongings where our books and papers will be safer than they were on open shelves. The elevator is thought to be one of the great new rides by some of the students.

I am proud of this excellent classroom building. I wonder if anyone says now, "I don't believe the day will ever come?"

Larry Cook, 9th Grade

MOVING DAYS

The weeks after Christmas vacation have been extra busy for me. I have had the job of moving books from the old building to the new. I began by moving the first and second grades the same day. I didn't do this by myself. MacArthur Campbell and I moved the first three grades, and then we received plenty of help from our friends -- Larry Cook, Glenn Stephens, Jerry Grimes and James Anderson. We moved the rest of the grades, from fourth through high school. We did it during a period of two weeks.

The whole high school participated in moving the library. We formed what you might call an assembly line in which each of us had a number. We went to the old library where an adult gave us books in a certain order. We took them to the new building where they were received in the library and shelved in the same order.

The work was not hard; it was fun, and especially that library line. We had good guidance in all of this work from Mr. Davis and Mr. McDowell and others, and we paid no attention to the snow and ice on the ground.

Paul Hubbard, 10th Grade

I NEVER DREAMED

I never dreamed the new school building would be so wonderful. All the modern conveniences add to its beauty. It makes a big difference to move from a one hundred and nine year old building to one so new that not quite all the equipment is in place. The handsome big radiators under the windows remain at whatever temperature is set, and they keep the air in the room fresh without opening windows.

Everybody appreciates our beautiful lounge. This is another thing of which we never dreamed. Before, we stood in the halls or sat on the stairs. Now we may relax in soft chairs or on an equally soft couch. Our lounge is twice the size of the teachers' lounge, and, to us, twice as lovely. Somehow, that gives us special satisfaction!

Naturally we have preferences among our different classrooms, but I believe the majority of girls will choose the home economics suite as the finest place of all. We can cook in any one of four kitchens, sit comfortably in a beautiful living room, or nap in a cozy bedroom.

When we go from room to room throughout the building and see it all, we keep on saying: "I never dreamed"

Cathy Brothers, 9th Grade

ANNOUNCEMENT

The Hadley School for the Blind announces that the school is accepting enrollments for a new course, "Introduction to Rehabilitation." The course will be taught by Robert McQuie who holds a masters degree in guidance. For further information write to:

The Hadley School for the Blind
700 Elm Street
Winnetka, Illinois

L I T E R A R Y D E P A R T M E N T

I'M THANKFUL FOR SKATING PARTIES

When people write about what they are thankful for, they usually take something big like "A Free Country," or something small like "Flowers." But I think I have found the ideal combination of both -- "The Skating Party." Skating parties contain big things like a mob of blood-thirsty skaters bearing down on a felled victim, or the tiny ball-bearings which make your skate wheels turn smoothly. I am thankful only for the latter.

After an hour or two on skates I am thankful I am still alive. Skating teaches many basic fundamentals of science and manners. For instance, "never kick a man when he is down" -- just roll over him. "Two substances cannot occupy the same place at the same time" is often illustrated while I am skating.

The next time you fall on skates, lie there for a minute and think about the jobs you may be providing: doctor, preacher, undertaker. The rink people may even have to hire a man with a mop. Then be thankful it's no worse.

Jack Gearheard, 11th Grade

- * -

NEVER PUT OFF UNTIL TOMORROW WHAT YOU CAN DO TODAY

One night last week while I was in bed, I decided to make the next day go perfectly. Everything was prepared for my "tomorrow" -- my books were all in a neat stack ready to be snatched up on my way out the door, I had given myself a manicure, and I had even brushed my hair one hundred strokes, just as the health book said I should.

Miss Wilson greatly disapproves of anyone being out of bed when she makes her last round and opens our doors for the night. When I heard her coming down the hall, I jumped into bed thinking that I would curl my hair as soon as she was gone. The bed felt so good that I decided to wait just five minutes.

Many people would have fallen asleep under these circumstances, but not I. When I want to do something badly enough, I have determination.

In what seemed to me the very next moment, the alarm sounded. I was startled; more, I was panic-struck. All my planning had gone to waste. My curler bag and comb lay hugged up in one of my arms. Although I knew it was six-thirty, I jumped out of bed and began to curl my hair. My hair would be rolled for only fifteen minutes, but that would be better than nothing.

After dressing, making my bed and cleaning my room, I went out into the hall to see what time it was. Surely breakfast would be soon. Everything was completely quiet in the hall, and then the clock struck ----- two!

My roommates threatened to assassinate me. I am not sure whether the moral to this story should be "Never trust an alarm clock," or "Never trust your roommates."

Jo Ann Cox, 10th Grade

- * -

A LITTLE WALK

You may think I am stupid for what I have done, but I feel it is a worthwhile experience meriting remembering. It was spine-tingling and sent shivers all over me.

A companion and I had been wrestling in the gym -- I shall not name the companion because you may think he is stupid, too. When we finished we wanted to take a shower, but we found that the shower-room door was locked. This meant that we would have to go outside and around to another door to get inside. We had to remove our tennis shoes because we must not go outside in the shoes we wear on the mat. Being too lazy to put on our regular shoes, we decided to go barefoot. This may not sound so bad until I tell you that there were three inches of snow on the ground.

The first step took my breath away, and I was greatly tempted to go back the way I had come. I went on; as I did, I got colder and colder. By the time we reached the other door my feet were frozen. You may think that we were finished with our trip, but you must remember that we had to go back. I say again that I am not stupid. What do you say?

Adam Ruschival, 11th Grade

- * -

HELPING OTHERS TO ENJOY THEMSELVES

What do I mean, "Helping others to enjoy themselves"? Here is one example to illustrate:

I am a member of Wayne Tyler's group called The Accordions. They are sponsored by the Jefferson County Board of Recreation. Wayne has two accordion bands. I belong to the smaller group, but I often go with The Accordions to sing and play piano. We take many trips.

Saturday, December 7, we went to Frankfort to entertain at the Kentucky Training Home for the Mentally Retarded. Santa Claus and Mrs. Claus went with us.

There are men, women and children at ~~this~~ home. They were an excellent audience. It made me happy to watch their pleasure. For my future, I want to be a social worker for people such as these.

I met the Terry triplets. They were small when they were here at our school. They are sixteen now, and I was surprised that they even knew my name when they were with us, but they still remember me.

Ah, food! What a personal enjoyment that is! On our way home we stopped at Jerry's. I had pan-fried oysters. After I was in bed at midnight, I kept thinking of how much enjoyment we had brought that group, and then I wondered if my own enjoyment had not been even greater.

Linda Meadors, 10th Grade

- * -

WHY I SHOULD NOT WRITE A THEME

Since everyone knows the reasons for writing a theme, because the English teacher has drilled them into us at the slightest hint of a revolution, I shall attempt to show my reasons for not doing so.

So far in high school I have written seventy-four themes and this will be my seventy-fifth. Since the ninth grade our original class, plus George, has written a total of four hundred and eighty-six themes. Assuming that there is an average of one hundred and seventy-five words to a theme, we have put on paper a total of eighty-two thousand two hundred and fifty words.

What all these mathematical facts prove is that I have now finished my seventy-fifth theme and shall probably write seventy-five more. I don't like to think about it. Do you?

Jack Gearheard, 11th Grade

- * -

A PLACE AND TIME FOR EVERYTHING

Have you ever thought about how important it is to have a place and time for everything? It is important to put your materials that you will need for school in a certain place and do it at a certain time. If things are in their places it will not be difficult to find them when it is time to use them.

A certain amount of discipline is necessary in order that we may have harmony in our lives. We do not need the classroom discipline all of the time to help us do the right thing at the right time. It takes self-discipline.

Having fun is an important part of a harmonious life. The right kind of fun in the right place brings about smoothness in our feeling of well-being.

Yes, keeping your days orderly by a little discipline, enjoying the right kind of fun, knowing that you will not be thrown into tension by confusion in either your things or your thinking will help you to lead a fuller life.

Nancy Lewis, 11th Grade

HOW MANY KINDS OF TRAINS DO YOU RIDE?

1. The Train

In the 1800's the train was used experimentally in England to haul coal from the mines. They are still being used for this purpose. But today throughout the world the chief use of the train is to transport freight. In our country the train hauls more freight from place to place than in any other country on earth. There was a time when the train held romance for every person -- the passenger, the watcher along the right-of-way, and the boy who always aspired to be an engineer. Now most of the passenger cars have been emptied by the automobile and the airplane. The freight train grows longer and longer and much of the mail still rides the rails.

Listen to just a few of the items of freight you may see as you sit in your car at the crossing and watch the hundred or more cars go by: Building materials (wood, brick, stone, iron, steel); fuels (coal, oil, gas and gasoline); automobiles, live stock, pipes for water or gas lines.

Trains still do the heavy and dirty work for us. Considering the life of mankind, the train is not very old. But how could we get along in our world now without it?

Robert Adams, 10th Grade

2. An Enlightening Fact

The train is an age-old friend. But men, poor creatures, are inclined to believe that this device is an innovation of the last century. They do not realize that they have had the honor of being passengers on a female-conducted locomotive since the beginning of time. Does not the bride, as she marches down the aisle, her long, beautiful train flowing behind her, have a definite destination for the passenger beside her?

You will admit that most trains stop at the station, and you will also agree that passengers are taken off and on at these stops. The train of which I am speaking only slows at the altar where the bridegroom is just beginning a lifetime journey. When the whistle blows "I do-oo-oo-oo," he consents to be a follower throughout the remainder of his life.

This passenger on the bridal train is usually a very faithful one, accepting all the burnt offerings -- black toast, shriveled pork chops, scorched beans.

Now men, you see how misled you have been about the age of a train. Are you thankful that I have called your attention to this enlightening fact?

Carla Dotson, 11th Grade

3. My Train of Thought

The train of thought is a valuable possession when it is used, but many people consider it a luxury and fail to employ it often enough.

Some of my teachers say that I don't put the train of thought into practice as I should, but I think that they are wrong.

If a new boy were to walk into our English class this moment, of course I would be too interested in the subject even to look around. After all, what would happen to me in life if I didn't learn my native tongue? On the other hand, being a student of science as well as English, it would be my duty to estimate the number of molecules in his face. How could I do that without scrutinizing his countenance thoroughly, unlady-like though it may seem? Don't you think that would take a special coach in the train of thought? Being able to concentrate on his molecules and grammar at the same time is exercising the train of thoughts fully.

"What did you say, teacher?" Surely, I'll be glad to take the next sentence. What? We are on the next chapter? Oh, well, I can make my train of thoughts go on two tracks at once most of the time.

Jo Ann Cox, 10th Grade

- * -

HOW A CLASS SHOULD BE TAUGHT

(Note: We were discussing the subject for next week's composition and Jack suggested, "How We Can Improve Teachers." Everybody agreed. Here are two people's opinions.)

A student, due to experience and hear-say, has a natural anti-school complex from the time he is six until he graduates. Now common sense will tell any teacher that if she is to expect the maximum amount of work from him, she will have to alleviate his fears. If this is done entirely, the student will go to school because he wants to, will do his homework because he wants to, and will moan over the frequency of vacations. This last improvement will give the teacher a nice secure feeling of being wanted. It will keep teacher happy -- and teachers must be happy before teaching becomes a pleasure.

Now that we have a satisfied teacher, let us turn to the somewhat larger project of keeping the student satisfied. First, completely eliminate from the teacher's vocabulary the word "why" and the phrase "you must." For "why" substitute nothing, since that question will be forbidden. For "you must" substitute "you may." Next, eliminate the test, the quiz, the examination, the oral report, the theme, the book report, and the reading assignment. The loss of these effective tortures may cause some teachers to have withdrawal symptoms, so once a year a teacher may be allowed to ask one question.

Once each six weeks a board of student welfare will meet to decide on adequate classroom recreation and to solve any other problems which may arise. Any disputes between teacher and student will be decided by voting. The teacher will have two votes and each student one. That would be democratic, wouldn't it?

Jack Gearheard, 11th Grade

HOW TEACHING CAN BE IMPROVED

There are several obstructions to teaching that I feel should be removed. The main ones are tests and grades.

Now take tests. Tests do not teach a thing because a student tries so hard to remember certain facts that all facts get mixed together. Tests make a fellow waste valuable sleeping and eating time. This is a health hazard. They cause great physical stress because the student must run for his life when his parents receive the report card. They cause mental strain because he worries about his grades.

Now after such valid reasons for no tests, here are some reasons for having no grades. Grades show either the mental ability of a person, or the truth about how lazy he is. They can be very incriminating, especially concerning the latter point. They also induce the same physical and mental stress and strain as do tests, as noted above.

After hearing these reasons, I think everyone should agree that tests and grades should not be given. As a great educator, whose name I am not able to remember, once said, "Teaching should be done in the interest of the student." Tests and grades surely are not interesting to students.

Adam Ruschival, 11th Grade

- * -

BOOK REPORT

GEORGE WASHINGTON CARVER

(The Story of a Great American)

By Anne Terry White

This is a biography. It tells the story of a Negro, a true scientist, one who struggled against enormous odds to get an education and put that education to work to raise the standard of living of the entire South. He opened the way to the manufacture of synthetics. Even though his race was cast down, he rose above this status and proved, not by demonstrating or picketing, but by doing, and proved that the Negro is as much a man as any.

The book covers the whole life of George Washington Carver, 1860-1943, and is set largely in the South. The main characters are George Washington Carver, his foster parents, "Aunt" Sue and "Uncle" Moses Carver, Mariah and Andy Washington with whom he stayed and whose last name he used as his own middle name, Booker T. Washington, founder of the Tuskegee Institute at which he taught and did almost all his work, and Austin Curtis who became his assistant and was devoted to him.

His yearly salary was fifteen hundred dollars, and this was the way he wanted it. Once a company sent him a check and told him to fill in the amount he wished for a salary. He returned it. On the day his statue was unveiled at Tuskegee he wore the suit in which he had graduated from Iowa State University. The head of a corporation that Carver had helped asked him what he wanted most. Carver said, "A diamond." The executive had a fine diamond cut and set in a platinum ring. When the executive later visited the scientist, he asked where was the ring? Carver walked to his mineral case, opened it and revealed samples of iron, copper and other minerals, and the diamond.

Here is a sample of what George Washington Carver did during his life: He made over three hundred synthetic products from the peanut, one hundred and twenty-three synthetics from the sweet potato, and he was the first to plant the soybean in America from which many synthetics are made.

This man did even more to help the South. He developed a better cotton plant; he taught farmers to rotate their crops; he taught them to use rotting plant matter on their soil; and he persuaded them to plant peanuts and vegetables.

I liked this book because it is true, and because it proves that "Where there's a will, there's a way."

Jack Gearheard, 11th Grade

